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ABSTRACT

The report provides guidelines for gifted and talented programs in the state of Kentucky. After a brief statement of the philosophy, the definition of gifted/talented children is given. The identification process is described for children in academic areas and visual and performing arts areas. It is explained that the selection process involves assessment of general intellectual, achievement, creative abilities, and examination of school records and teacher observations. Program characteristics, instructional resources, facilities, and staff development for gifted and talented students are outlined. Personnel needs are identified and the evaluation plan, including such aspects as student progress, parental response, and cost effectiveness, is summarized. (PHR)

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# GUIDELINES
# KENTUCKY PROGRAMS
# FOR THE
# GIFTED/TALENTED

Kentucky Department of Education
Bureau of Instruction
Division of Program Development

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## I. PHILOSOPHY

The Kentucky State Department for Elementary and Secondary Education believes that all children and youth should be provided with an educational program which allows them to develop to their maximum potential. Gifted and talented children and youth are a unique segment of Kentucky's school population who, because of their superior abilities and/or capability for advanced achievement, need educational opportunities different from those available through the regular program to realize their potential.

Therefore, in order to meet the needs of the gifted and talented, educational programs should be designed that are significantly different from those provided in the regular classroom. Such programs should consist of challenging, diverse, and complex experiences with provisions for the development of leadership.

Gifted and talented children and youth exist in all levels of society regardless of sex, race, socio-economic background or ethnic origins. They can and should be identified by their outstanding intellectual capabilities, creativity, and talents and should be provided with educational experiences commensurate with their abilities. Such a program should be conducted in an environment which will make it possible for these children and youth to reach the highest level of learning and accomplishment of which they are capable at each stage of their development.

## II. DEFINITION

Gifted/talented children and youth are those who by virtue of outstanding abilities are capable of high performance and who have been identified by professionally qualified persons. These are pupils who require differentiated

educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.

These pupils may have demonstrated achievement and/or potential ability in academic areas or in visual and performing areas. Gifted/talented children and youth in these areas would profit from opportunities beyond those normally provided in the regular school program. These children and youth may be more clearly defined in the following statements:

A. Academic Areas

1. Children possessing general intellectual ability are consistently superior in mental capacity to other children at the same age level.
2. Children possessing specific academic aptitude are consistently superior in achievement in one or more academic areas to other children at the same age level to the extent that they need and can profit from advanced content studies of both greater depth and more rapid acceleration.
3. Children may also demonstrate exceptional ability in the area of creative thinking by engaging in divergent approaches to conventional tasks as evidenced by innovative or creative reasoning ability, ability in problem-solving, imagination and advanced insight, among others

B. Visual and Performing Areas

Children possessing ability in visual and performing areas demonstrate, or indicate potential for, outstanding aesthetic production or creativity in areas such as art, dance, music, drama and speech and in activities requiring possession of exceptional gross or fine manipulative and motor skills proceeding from mental stimuli.

## III. IDENTIFICATION

Identification and selection of pupils as gifted/talented must be determined through the use of multiple criteria. These should include tests and measurements, standardized or observable; demonstrated or potential abilities as determined by qualified individuals, or by other valid means such as: peer nomination, self-nomination, teacher nomination, parent or citizen nomination.

No single test, test score, other measurement, or nomination, should be the determining factor. Interpretation of the data gathered is of the utmost importance in the identification and selection of children and youth considered to be gifted/talented. Not to be overlooked are group norms, district norms, state norms, or national norms.

Standardized tests help to identify those pupils who are verbally gifted or gifted in mathematics and those who have unusual ability in particular academic aptitudes (science, math, reading, etc.), but there are many students whose rare and distinctive gifts in music, writing, or the arts, are not revealed by tests, but rather by performance or indication of potential in the creative areas. These abilities can be manifest and found singly or in combination in any of the following areas:

A. Academic Areas
    1. General intellectual ability
    2. Specific academic aptitude
    3. Creative thinking
B. Visual and Performing Areas

Suggested measures for screening and selection of gifted/talented children and youth in each of these areas are outlined on the following pages.

A. Academic Areas

1. General Intellectual Ability

General intellectual ability may be indicated by the following:

a. Group Intelligence Test Scores -

Those with an I.Q. of 125 or better are likely candidates. However, if other factors show potentiality, group test I.Q. below 125 can be considered. (Those districts who determine that more objective data is needed may administer individual I.Q. tests.)

b. Achievement Test Scores -

Standardized norms are used in most achievement tests. High ability is usually indicated by scores at least two grade levels above that of the pupil, in the eighth or ninth stanine, or a percentile rating at or above 95.

c. School Records -

Pupils with consistently high marks may be gifted, but this factor must always be studied to determine if marks have been influenced by conditions other than innate ability.

d. Teacher Observations -

When teachers have a clear understanding of the nature of giftedness, their observation of children and youth in the classroom can yield invaluable insights.

2. Specific Academic Aptitude

A specific aptitude (for example in science) can be measured by aptitude or achievement tests (CAT, CTBS, SRA, Stanford, Iowa Test of Basic Skills, Metropolitan, etc.) Eligibility may be determined by scores at least two grade levels above that of the pupil, in the

eighth or ninth stanine, or at the 95th percentile or above on verbal and/or performance scores. Sub-tests are valuable indicators. Again, other criteria should be used to substantiate scores on these tests.

3. Creative Thinking

The quality of creative or productive thinking can be demonstrated through:

a. Advanced insight,

b. Outstanding imagination,

c. Intense interest in one or more fields of achievement,

d. Innovative or creative reasoning ability,

e. Ability in problem solving,

f. High attainment in original or creative thinking.

B. Visual and Performing Areas

Ability and/or potential in the visual and performing areas may be determined through an outstanding performance, audition, evaluation of portfolio or product, or observational assessment. Judgment of outstanding talent may be decided by:

1. Appraisals by specialized teachers
2. Professionals in the field and/or others who are qualified to evaluate the pupil's demonstrated or potential talent

Selection of students is to be performed through a comprehensive assessment which is a multi-dimensional evaluation and which takes into account observable characteristics of the student's performance on tests and measurements, social adjustment, and other facts that may pertain to the ability of the student.

Consideration should be given to the following groups as they may be overlooked:

1. Racial and ethnic minority groups
2. The culturally different
3. The handicapped (deaf, blind, physically handicapped)
4. A child who displays various types of behavior problems in the classroom

Each district has the responsibility for developing its own identification criteria for a given program. An evaluation of each student in such a special program should be made at least once a year.

Additional information and sample forms to assist in the development of an identification model can be obtained from An Identification Model prepared jointly by the Kentucky Department of Education, the Louisiana Department of Education, and the North Carolina Department of Education

## IV. PROGRAM

Programs for gifted/talented children and youth may reflect various organizational patterns at the elementary and secondary level. Programs may exist within individual schools or school districts or as cooperative efforts between schools, school districts or other educational agencies.

A. Program Characteristics

1. The program must include specific identification and selection procedures for gifted/talented students and youth consistent with the stated criteria for identification (See III.).
2. The program must have clearly stated objectives designed to meet the particular needs of gifted/talented children and youth.

3. The program must include developmentally designed activities and experiences that are qualitatively different from and complementary to those provided generally within the regular program.
4. The program must include teaching methods and techniques designed specifically to accomplish the program objectives and to meet the needs of the gifted/talented.
5. The amount of time allotted for the program must be sufficient to assure that the planned content will have a significant effect on each pupil's educational progress.
6. The program must provide for a systematic plan of evaluation of student performance. (See VI.)

B. Resources

1. Instructional resources in the gifted/talented program should be used to accommodate the differences in student abilities and interests.
2. Field experiences and community resources, including people with expertise in various areas, should be used when appropriate.
3. Equipment specifically purchased for the program should be of the type to enhance the differentiated experiences.
4. Adequate provisions should be made for supplies so that the program operates at an efficient level throughout the year. Provisions may also be allowed for transportation costs.

C. Facilities

1. The program should have access to an area which may house both pupils and materials with adequate floor space and storage to meet the objectives of the program.

2. Facilities may vary according to the specific objectives described in the program, but should meet necessary health and safety standards.

D. Staff Development

1. The school district must provide for the adequate staff development of the teachers selected to implement the program.
2. The district must also provide orientation for the entire staff of each school involved in the program to develop an awareness of the program's rationale and design as well as of the needs and characteristics of gifted/talented children and youth.

## V. PERSONNEL

Those persons within a school system having direct or indirect involvement in the program are essential to its success. Special consideration should be used in selecting these persons and their amount of involvement and specific responsibilities should be stated.

A. Coordinator

In the establishment and annual application for continuation of a gifted/talented program, the local board of education shall designate a coordinator of the program. This person shall be recommended by the superintendent and may be the superintendent or her/his designee. This person shall be responsible for ensuring that all guidelines are implemented and for complying with all evaluative requirements. The coordinator should be involved in the selection of all personnel involved in the gifted/talented program.

B. Teacher(s)

While Kentucky does not have specific certification requirements or endorsements for teachers of the gifted/talented, these teachers should

have the appropriate certification for the age and/or subject area with which they work.

-- Teachers in gifted/talented programs should exhibit a desire to work in this area.

-- Teachers in gifted/talented programs should demonstrate active involvement, an awareness of current trends, and adequate training in the assigned area of instruction.

-- Teachers in gifted/talented programs should show a willingness to become involved in special training in gifted/talented education (courses, workshops, etc.)

C. Supportive Services

Gifted/talented programs should enlist, whenever possible, the support of the following services:

- Instructional supervision
- Guidance counseling and testing
- Aides
- Community/university resource persons

## VI. EVALUATION

A comprehensive evaluation of the program should be planned based on the measurable objectives included as a part of the program design. In addition, a continuous evaluation of the program may be planned to assure that all objectives are being met or to permit changes as the need arises. The summative evaluation may include such aspects as:

1. Student progress

2. Student attitude
3. Program teacher(s) response
4. Parental response
5. Community response
6. Cost effectiveness
7. Faculty attitude
8. Documentation of activities
9. Products developed

Results of the evaluation should be used by the local school district in determining any modifications or refinements needed to increase the effectiveness of the program. The evaluation should also be studied prior to the expansion of the program.

APPENDIX

GIFTED AND TALENTED

# AN

# IDENTIFICATION MODEL

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